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ABSTRACT

This report describes the attitudes of district school board members about the implementation of school reforms based on the Kentucky Education Reform Act of 1990 (KERA). Information on attitudes toward KERA was gathered by a mail-out, 11-page questionnaire sent to a random sample of 600 local school board members. The questionnaire asked for the school board member's perceptions, opinions, and ideas about these issues: how schools have changed since KERA was introduced; the most positive results and the negative effects of KERA; reliable measures for school improvement; extent to which KERA-initiated programs are working; priorities for improving programs and practices; support of underlying beliefs; support for school reform; stress level of school personnel and students; reactions to frequently recorded statements about the effects of KERA; positions on academic expectations, assessment options, and accountability. Findings are reported on each of these focus issues. As a general evaluation, more than half of school board members surveyed believed that schools had changed for the better since KERA, and two out of three members said they would not want to return to pre-KERA schools. The most positive results of KERA included more financial support for schools, newer teaching and learning strategies, and more support for educational technology. The results are presented in 32 pages of tables. (NAV)

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1995 Statewide Education Reform Survey

of
Local School Board Members

conducted by the
Kentucky Institute for Education Research
146 Consumer Lane • Frankfort, Kentucky 40601

in collaboration with the
Kentucky School Boards Association
October 1995

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1995 STATEWIDE EDUCATION REFORM SURVEY

**The Judgements, Opinions and Perspectives of
LOCAL SCHOOL BOARD MEMBERS**

**A Study Conducted by the
Kentucky Institute for Education Research
Roger Pankratz, Executive Director**

**In collaboration with the
Kentucky School Boards Association
David L. Keller, Executive Director**

October 1995

Acknowledgments

This study was a collaborative effort between the Kentucky School Boards Association and the Kentucky Institute for Education Research. It was conducted with a limited budget and required the help of a number of professionals and their staff. To all who worked on this effort we owe a debt of gratitude. First of all, we want to thank the 193 school board members who took the time out of their busy schedules to respond to the eleven-page questionnaire. In addition, we are most grateful to Nila Weddle, Executive Assistant of the Institute, who spent many hours entering and processing the data, creating the graphics for this report, and word processing the report document.

Roger S. Pankratz
David L. Keller

The Purpose of the Study

This study was one of several statewide surveys conducted in 1995 by the Kentucky Institute for Education Research to obtain the assessments and opinions of Kentucky school personnel, parents and the public regarding programs, practices and issues associated with the Kentucky Education Reform Act of 1990 (KERA). This study focused on district school board members and was conducted via a mail-out questionnaire sent to a random sample of 600 local school board members. A similar questionnaire was sent to all 176 Kentucky school superintendents. In addition, during July 1995, telephone surveys were conducted with approximately 200 school principals, 600 classroom teachers, 450 parents with school age children, and 850 general public.

The Survey Questionnaire

The survey instrument sent to 600 randomly selected school board members was an edited and adapted version of the script used in the statewide telephone poll of principals, teachers and council parents.

Specifically, the survey questionnaire asked for the school board member's perceptions, opinions and ideas about the following:

- How have schools changed since KERA was introduced?
- What are the most positive results of KERA?
- What are the negative effects of education reform?
- What are reliable measures for school improvement?
- To what extent are programs initiated by KERA working?
- What are the priorities for improving reform programs and practices?
- To what extent do school board members support beliefs underlying KERA?

- What is the perceived support for school reform?
- What is the stress level of teachers, school administrators and students?
- What are the reactions to frequently recorded statements about the effects of KERA?
- What are the positions of school board members on issues related to:
 - * Academic expectations?
 - * Assessment options?
 - * Accountability for student learning?
 - * Potential test options for the 1995-96 school year?
- What is the school board member's perceived level of understanding of KERA Programs?

The Study Sample

Study questionnaires were sent to 600 randomly selected local school board members in Kentucky. One hundred ninety-three completed questionnaires were returned, to provide a 32 percent response.

The Methodology

On August 1 an eleven-page questionnaire was mailed to 600 local school board members at their home address. Cover letters from David Keller, Executive Director of the Kentucky School Boards Association (KSBA) and Roger Pankratz, Executive Director of the Kentucky Institute for Education Research (KIER), requesting their participation accompanied the questionnaire. In September a follow-up letter was sent to the same 600 board members requesting additional responses. All data were processed by Kentucky Institute for Education Research staff. Also, the questionnaire packet included a stamped envelope addressed to the Kentucky Institute for Education Research.

Key Findings of School Board Members' Survey

1. General Evaluation of KERA
 - More than half (57%) of school board members surveyed believe schools have changed for the better over the past five years, compared to 22% who believe schools have changed for the worse.
 - Two of three (67%) board members say they would **not** want to return schools to the way they were before KERA.
 - In an open-ended response, school board members identified the most positive results of KERA as:
 - More financial support for schools - equity
 - New teaching and learning strategies
 - More support for education technology
 - More general interest and dialogue about education
 - Improved writing
 - Family Resource and Youth Service Centers
 - More parent and community involvement
 - School accountability for student learning
 - Schools have more focus or vision for education
 - The Primary Program
 - The Pre-School Program
 - Extended School Services
 - On the other hand, the most negative effects on schools as a result of reform efforts as perceived by school board members were:
 - Problems created by testing, rewards and sanctions
 - Problems caused by confusion over the role of the Board of Education and School Councils
 - Divisiveness in hiring practices by School Councils

- Stress on teachers and administrators
- Problems caused by KERA being misunderstood or not understood
- Problems caused by the design of the Primary Program
- Problems caused by the added responsibilities for teachers and administrators and lack of time for planning development and teaching
 - Problems caused by the design of School-Based Decision Making
 - Teachers teaching for the test at the expense of good instruction
 - Problems caused by teachers resisting change
- School board members believe student scores on standardized tests and on college entrance examinations are the most reliable indicators of student learning and school improvement.
- Less than 30% of board members judged student performance on KIRIS as a reliable indicator of school performance.

2. Evaluation of Programs Initiated by KERA

- About 75% of school board members judged the Pre-School Program, Educational Technology and the Family Resource and Youth Services Centers to be working well.
- KERA initiatives that were judged working well by a majority of board members but received somewhat lower marks were:
 - Extended School Services - working well 69%
 - Professional Development - working well 63%
 - Curriculum Frameworks for Instruction - working well 53%
- The two programs initiated by KERA that received the lowest ratings were KIRIS (working well 34%; working poorly 47%) and School-Based Decision Making (working well 40%; working poorly 46%).
- The most frequent reason given for the above programs not working was poor design.

3. Priorities for Improvement

Seventy-five percent or more board members rated the following as an extremely high, or very high, priority for attention to improve the benefits of education reform:

- Helping teachers understand what students should know and be able to do at different grade levels.
- Helping schools align their curricula with the Academic Expectations.
- Establishing the validity and reliability of KIRIS.
- Providing test information back to schools on how to improve student performance.
- Reducing the paperwork associated with KERA.

These five top priorities selected were the same as the top five priorities picked by school superintendents.

4. Support for Education Reform

- More than 80 percent of school board members in the survey agreed with the following beliefs underlying KERA:
 - We should set high standards for all children.
 - It is not enough to require that students show their knowledge of facts; they must also demonstrate they can apply what they know in real life situations.
 - Decisions affecting instruction should be made at the local school level.
- KERA beliefs that were supported by a majority of board members, but less than 80%, were:
 - All children can learn and most at a high level (70% agree).
 - More learning resources should be focused on students who are not learning to their ability or falling behind (65% agree).

- More board members disagreed than agreed with the educational belief that "in the primary schools, students should not be labeled as belonging to a specific grade level. (47% disagree; 33% agree)
- About 62% of school board members said they were "supportive" of KERA compared to 26% who indicated they were "not supportive."
- A majority of board members judged school administrators and teachers to be supportive. (72% judged school administrators to be supportive and 56% judged teachers to be supportive.)
- However, school board members perceive the support level of parents and the public to be relatively low. (24% judged parents to be supportive and 12% judged the public to be supportive.)

These results are especially interesting because in a recent statewide telephone survey, 56% of parents and 53% of the public self-reported they were "supportive" of KERA programs and policies.

5. Effects of Education Reform

- Half of the school board members in the survey rated the stress on teachers caused by the demands of KERA major or extreme. The stress on school administrators was rated major or extreme by 46% of board members. Even fewer (23%) rated the stress level of board members major or extreme.

A strong majority of school board members agree that:

- Teachers, schools administrators and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA (83% agree).
- Performance assessments in KIRIS have changed the way teachers are teaching and students are learning (87% agree).
- If multitrage grouping in the Primary Program were made optional, other features of the Primary Program should be maintained and strengthened (73% agree).
- School accountability of some type is critical to motivate teachers and students to do their best (89% agree).

- If writing portfolios did not count as part of the school accountability index, teachers would greatly reduce the emphasis on teaching writing. (71%)

Also a majority of board members agree that:

- The new learning goals and strategies introduced in KERA have made learning fun for a lot more children (65% agree).
- The heavy emphasis on communication and thinking processes short-changes students on content (59% agree).
- Kentucky's school accountability system of rewards and sanctions has taken the fun out of teaching and learning (56% agree).
- Board members are divided on their opinions that "KERA will enable students to do as well or better on college entrance exams such as the ACT or SAT than a traditional curriculum." (24% agree; 42% undecided; 34% disagree).

6.0 School Board Members' Stance on Assessment and Accountability Issues

Academic Expectations

- Board members agree that the Academic Expectations need to be better defined, expanded and clarified (65% agree).
- More board members agree (43%) than disagree (22%) that the Academic Expectations need to be substantially revised.
- More board members disagree (39%) than agree (23%) that the Academic Expectations should be replaced with new learning targets.

Assessment Options

- Board members agree that:
 - KIRIS should continue to include a variety of performance assessments (72% agree).
 - Total school performance and individual student performance should be measured by different tests (67% agree).
 - More board members agree (46%) than disagree (22%) that KIRIS assessments would be more reliable if they included multiple-choice items.
 - Also, more school board members agree (39%) than disagree (23%) that KIRIS should be replaced by a nationally normed commercial test.

Accountability Options

- A majority of board members agree that:
 - The School Accountability Index should include measures of the school's instructional practices as well as test scores (69% agree).
 - Holding students and parents accountable for learning should be done at the local school rather than at the state level (71% agree).
 - A majority of board members disagree that rewards but no sanctions would motivate teachers to do their best and improve learning (61% disagree).
- Board members are divided on these issues:
 - Are rewards and sanctions essential to hold teachers and schools accountable for learning? (38% agree; 50% disagree)
 - Would public disclosure of scores without rewards and sanctions motivate teachers to do their best? (45% agree; 34% disagree)
 - Is assigning a Distinguished Educator to a "school in decline" an effective strategy for helping those schools improve students performance? (41% agree; 35% disagree)

Potential Testing Options for 1995-96

- A majority of board members agree that for the 1995-96 school year:
 - The portfolio program should be continued and scores should be reported but not for rewards and sanctions (51% agree).
 - The state should administer a nationally normed, standardized test, not for accountability but to determine the achievement level of students (82% agree).
 - The state should administer a variety of KIRIS performance assessments, including multiple-choice items to determine which should be used in the future (65% agree).
- Board members surveyed disagree that "student testing should be suspended until the state has redesigned the assessment system. (69% disagree)

7. Information and Understanding About KERA

- A strong majority (89%) indicated the information and understanding of KERA programs was "very adequate" or adequate to perform their roles as school board members.
- When asked about programs for which board members need more information, the state's testing program, KIRIS, and the state's program for equalizing funding, SEEK, were most often mentioned.

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The Results

1.0 General Evaluation of KERA

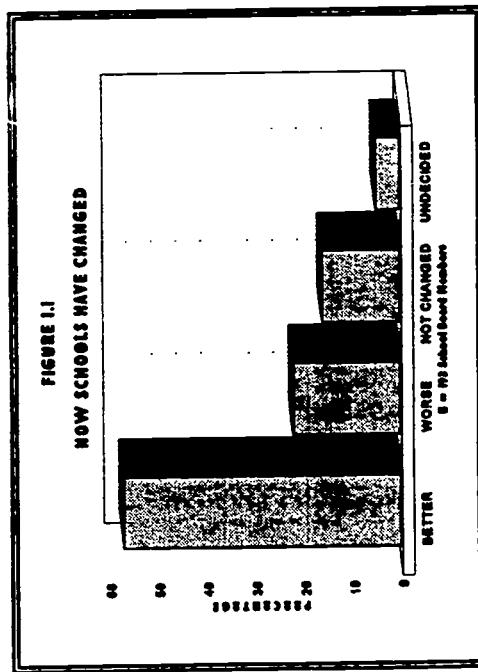
1.1 How Schools Have Changed

Question 1 -

Thinking back over the past five years, would you say that the local schools in your district have changed for better, changed for worse, not changed much, or undecided?

Table 1.1 - How Schools Have Changed

	Better	Worse	Not Changed	Undecided
	57.0%	22.0%	16.0%	5.0%



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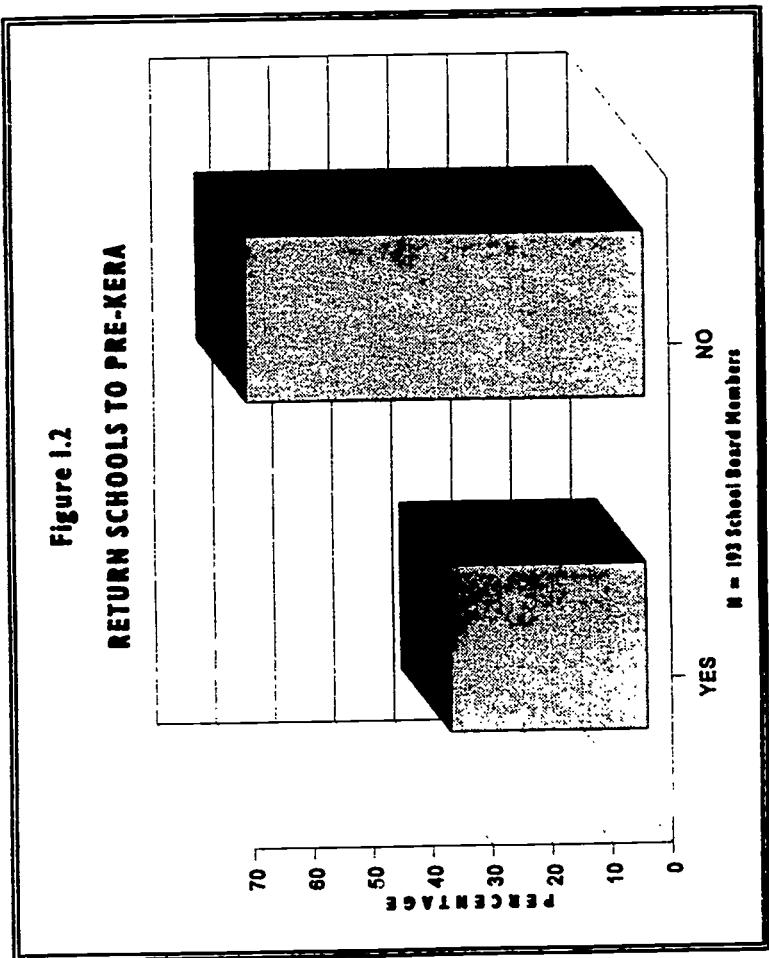
1.2 Willingness to return schools to pre-KERA

Question 2.

If you could return schools to 1989 and as they were before KERA, would you do so?

Table 1.2 - Return Schools to Pre-KERA

	No
Yes	32.8%



1.3 Most Positive Results of Education Reform

Question 16. What have been the most positive results effected by KERA in your schools?

NOTE: Question 16 was an open-ended "write-in" question. Many school board members did not provide a written response.

Frequent Positive Results Reported

- More financial support for schools - Equity 24
- New teaching and learning strategies 23
- More support for education technology 20
- More general interest and dialogue about education 20
- Improved writing 16
- Family Resource and Youth Service Centers 16
- More parent and community involvement 14
- School accountability for student learning 13
- Schools have more focus on vision for education 12
- The Primary Program 12
- The Pre-School Program 10
- Extended School Services 6
- School-Based Decision Making 5
- Improved Professional Development 5
- Improved student performance

Frequency

1995
24
23
20
20
20
16
16
14
13
12
10
6
5
5

1.4 Most Negative Effects of Education Reform

Question 17. *What have been the most negative effects on your schools resulting from KERA or its programs?*

Frequency 1995	27
Frequent Negative Effects Reported	
Problems created by testing, rewards and sanctions	
• Problems caused by confusion over the role of the Board of Education and School Councils	24
• Divisive hiring practices by School Councils	20
• Stress on teachers and administrators	18
• Problems caused by KERA being misunderstood or not understood	18
• Problems caused by the poor design of the Primary Program	16
• Problems caused by the added responsibilities for teachers and administrators	14
• and lack of time for planning, development and teaching	13
• Problems caused by the design of School-Based Decision Making	11
• Teachers teaching for the test at the expense of good instruction	10
• Problems caused by teachers resisting change	7
• The content taught is narrowed and "the basics" are slighted	6
• Good teachers and administrators excluded due to the nepotism law	5
• Low teacher morale	

35

4

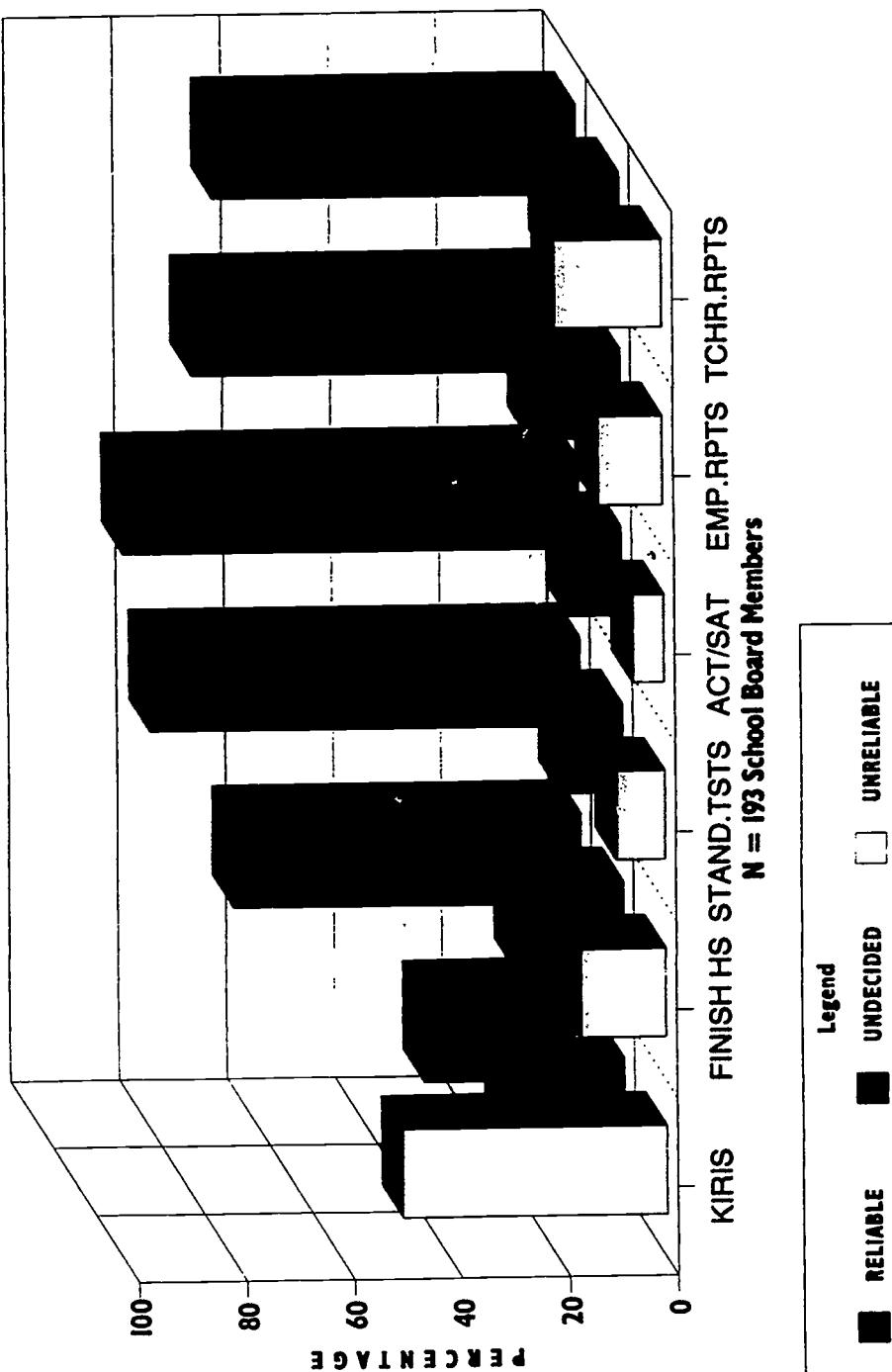
1.5 Reliable Measures of School Improvement

Question 3. Below are six ways to measure whether students are learning and schools are improving. Please indicate your opinion on how reliable or unreliable you believe each one would be in determining how well students are learning and how much schools are improving.

Table 1.5 - The Reliability of Six Performance Measures

Item	Reliable	Undecided	Unreliable
A. Student performance on the state's new testing program (KIRIS)	29.2	21.9	49.0
B. The percentage of students who finish high school	64.4	19.9	15.7
C. Student scores on standardized tests in mathematics, science, social studies, and reading given to students across the country	79.7	11.5	8.9
D. Scores on college entrance exams such as the ACT and SAT	84.5	9.8	5.7
E. Employer reports on how well high school graduates of local schools are prepared for the world of work	71.5	16.6	11.9
F. Student grades or progress shown on report cards	67.5	12.6	19.9

FIGURE I.5
MEASURES OF SCHOOL IMPROVEMENT



2.0 Evaluation of KERA Initiatives

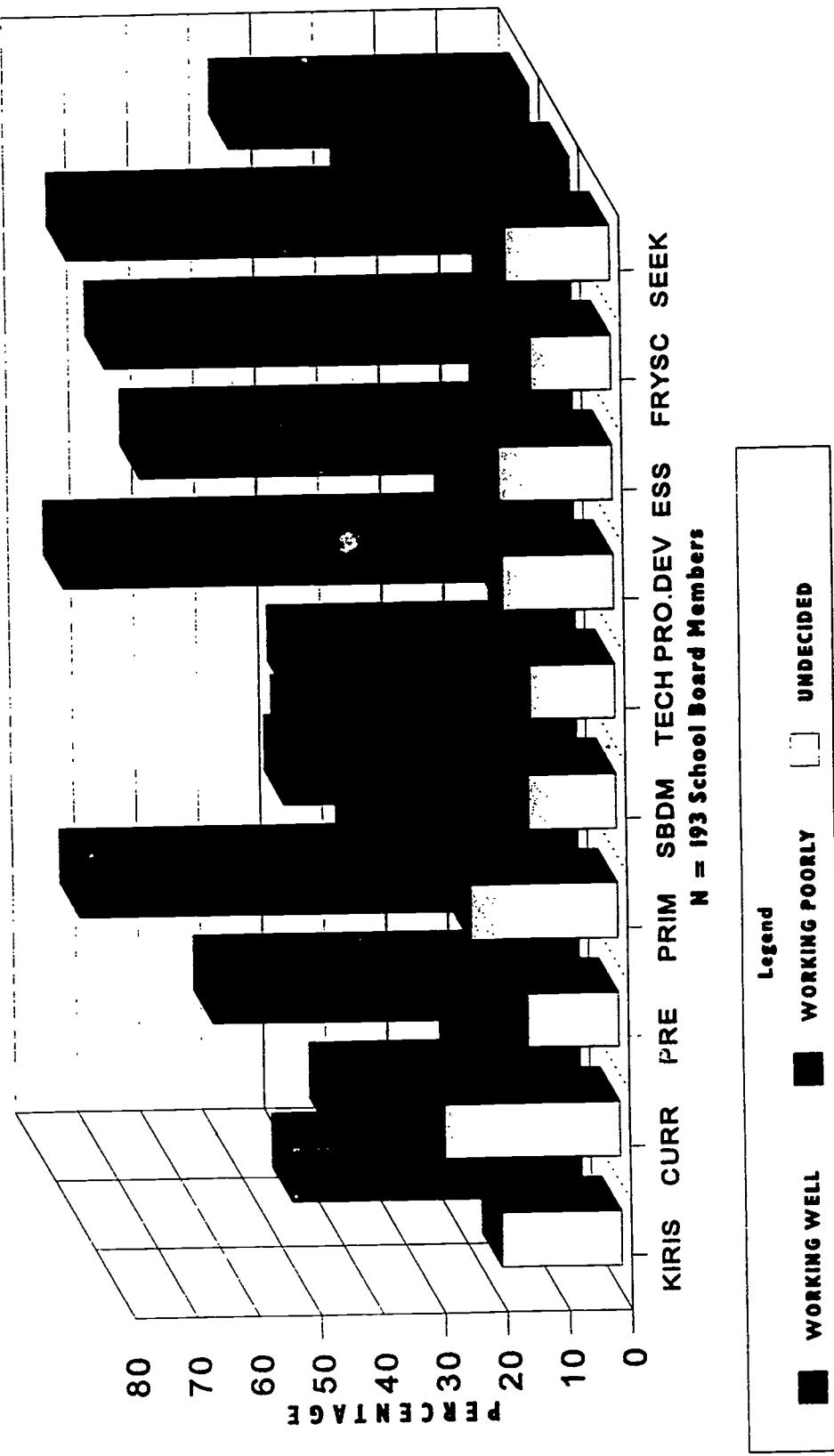
2.1 Extent to which KERA initiatives are working

Question 4 - Below are key programs introduced by KERA. Indicate your opinion on how each program is working in your local school system.

Table 2.1 - Evaluation of KERA Initiatives

Program	Working Well	Undecided	Working Poorly
A. Kentucky's new statewide testing program in grades 4, 8, and 11	34.2	19.2	46.6
B. New curriculum frameworks for instruction	52.7	28.2	19.2
C. The Pre-School Program	74.0	14.6	11.5
D. The Primary Program in grades K to 3	40.8	23.6	35.6
E. School-Based Decision Making	40.1	14.1	45.9
F. Educational Technology	75.9	13.6	10.5
G. Professional Development and Training for Teachers, Administrators, Parents, and Others	63.4	17.8	18.9
H. Extended School Services	68.8	18.2	13.1
I. Family Resource and Youth Services Centers	74.7	12.9	12.4
J. The state formula for equalizing financing for schools across the state	48.4	16.7	34.9

FIGURE 2.1
EVALUATION OF KERA INITIATIVES



2.2 Reasons Why Programs Are Not Working

Question 5. In the last question (4 - above), if you judged a program(s) to be working poorly or moderately poorly, what factors would you say are the greatest reasons why the program is working poorly?

Table 2.2 - Reasons for Programs Not Working

Program	Primary Reasons for not Working (%)		
	Not Understood	Training	Design
A. Kentucky's new statewide testing program in grades 4, 8, and 11	15.7	12.8	59.2
B. New curriculum frameworks for instruction	11.7	31.7	42.3
C. The Pre-School Program	14.2	30.6	36.7
D. The Ungraded Primary Program in grades K - 3	25.0	20.0	41.0
E. School-Based Decision Making	16.8	26.4	43.2
F. Educational Technology	7.9	55.5	20.6
G. Professional Development and Training for Teachers, Administrators, Parents, and Others	11.5	34.7	17.3
H. Extended School Services	16.6	35.7	33.3
I. Family Resource and Youth Service Centers	16.6	28.5	35.7
J. The state formula for equalizing financing for schools across the state	20.0	5.7	68.5
			5.7

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3.0 Priorities for Improvement

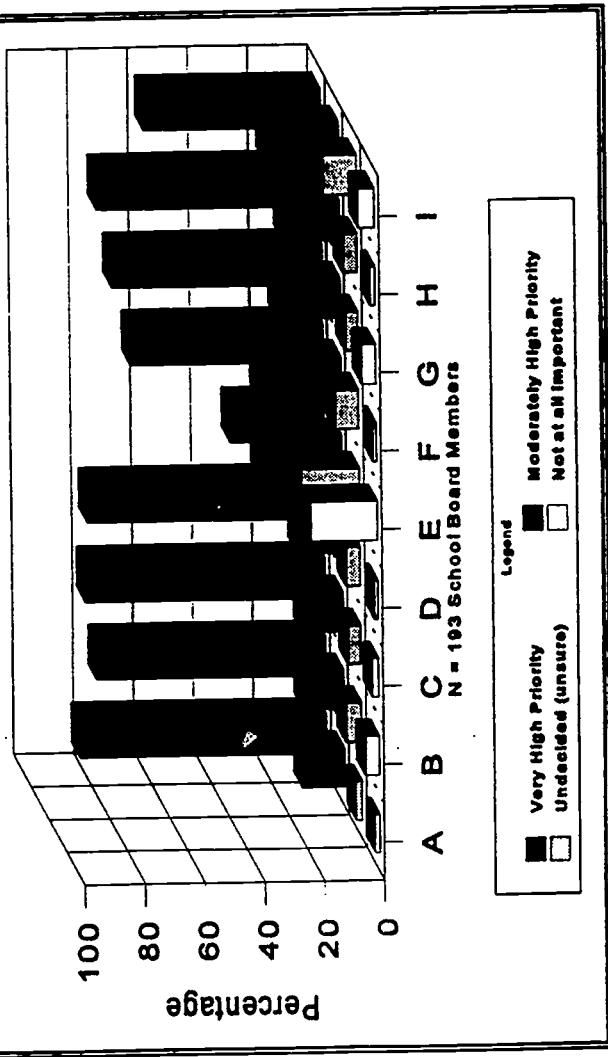
3.1 Actions That Would Improve Programs, Teaching and Learning

Question 8. The following items are often mentioned by Kentucky school administrators, teachers, and parents as areas of concern and, if addressed, would improve teaching and learning and make KERA programs work better. To what extent do you believe each item should be a priority for attention?

Table 3.1 - Priorities for Attention

Area of concern	Priority Rating			
	Very High Priority	Moderately High Priority	Undecided	Not at all important
A. Helping teachers understand what students should know and be able to do at different grade levels	82.2	14.1	2.1	1.6
B. Establishing the validity and reliability of KIRIS	76.4	13.6	5.2	4.7
C. Helping schools align their curriculum with the Academic Expectations*	80.0	13.7	4.2	2.1
D. Providing test information back to schools on how to improve student performance	79.1	15.2	4.7	1.1
E. Reducing the threat of sanctions for teachers	31.2	27.0	19.6	22.2
F. Improving communications and distribution of information at the local district level	64.2	26.8	7.9	1.1
G. Improving two-way communication with the Department of Education	70.1	20.9	4.2	4.7
H. Reducing the paperwork associated with KERA	75.0	18.8	4.7	1.6
I. Providing teachers more time for design of curriculum and instruction	59.1	24.5	11.2	5.3

Figure 3.1
Priorities for Attention



- A. Helping teachers understand what students should know and be able to do at different grade levels
- B. Establishing the validity and reliability of KIRIS
- C. Helping schools align their curriculum with the Academic Expectations
- D. Providing test information back to schools on how to improve student performance
- E. Reducing the threat of sanctions for teachers
- F. Improving communications and distribution of information at the local district level
- G. Improving two-way communication with the Department of Education
- H. Reducing the paperwork associated with KERA
- I. Providing teachers more time for design of curriculum and instruction

4.0 Support for Education Reform

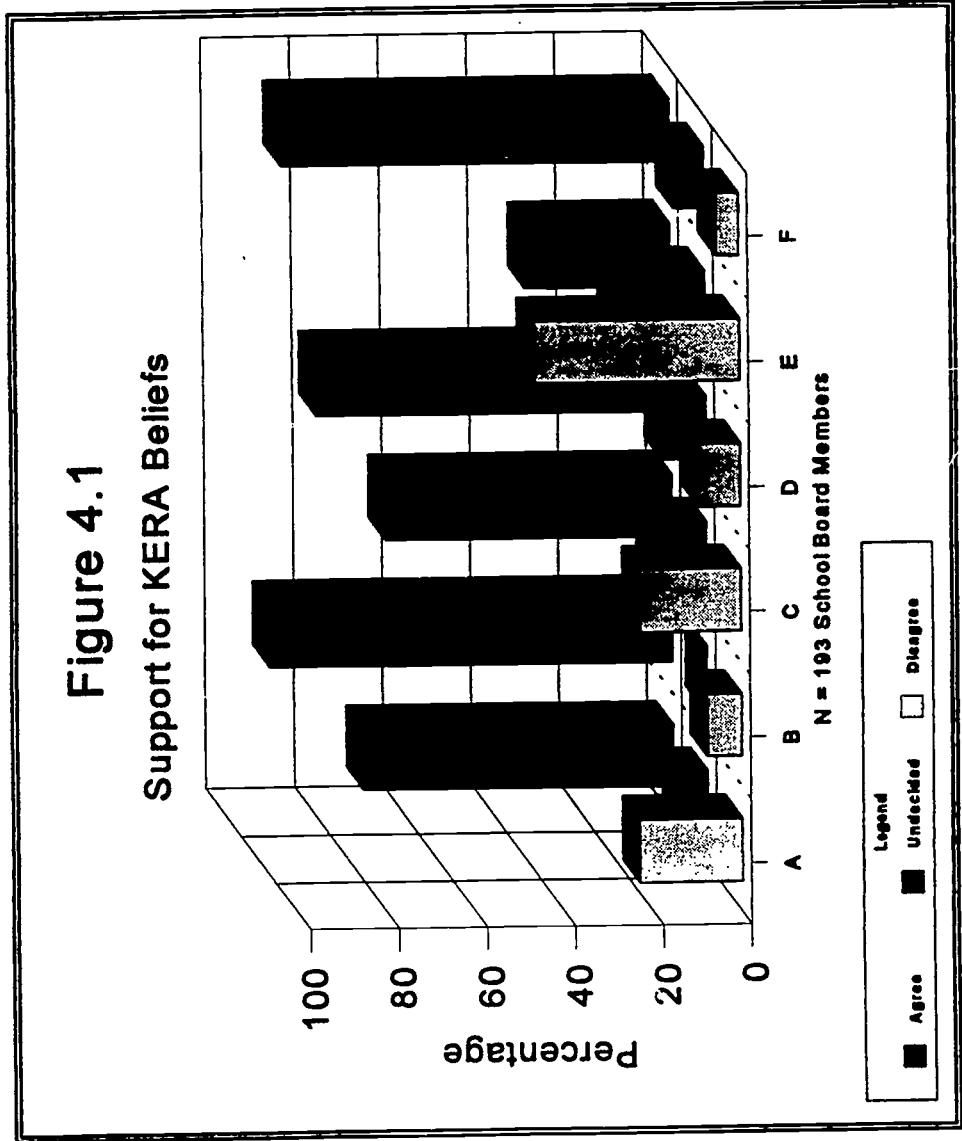
4.1 Support for Beliefs Underlying KERA

Question 9. The following are statements of belief held by the designers of KERA that undergird education reform programs and practices. For each of the items, please indicate to what extent you agree/disagree with each statement.

Table 4.1 - Support for Beliefs that Support KERA

Belief Statements	Agree	Undecided	Disagree				
	A	B	C	D	E	F	
A. All children can learn, and most at a high level.	70.3	6.3	23.4				
B. We should set high standards of achievement for all children.	91.2	1.0	7.8				
C. More learning resources should be focused on students who are not learning to their ability or are falling behind.	65.0	12.0	23.0				
D. Decisions affecting instruction should be made at the local school level.	80.5	10.0	9.5				
E. In the primary schools, students should not be labeled as belonging to a specific grade level.	33.0	20.4	46.6				
F. It is not enough to require that students show their knowledge of facts -- they must also demonstrate that they can apply what they know in real-life situations.	87.9	6.8	5.2				

Figure 4.1
Support for KERA Beliefs



50
52

- A. All children can learn, and most at a high level.
- B. We should set high **standards** of achievement for all children.
- C. More learning **resources** should be focussed on students who are not learning to their ability or are failing behind.
- D. Decisions affecting instruction should be made at the local school level.
- E. In the primary schools, students should not be labelled as belonging to a specific grade level.
- F. It is not enough to require that students show their knowledge of facts -- they must also demonstrate that they can **apply** what they know in real life situations.

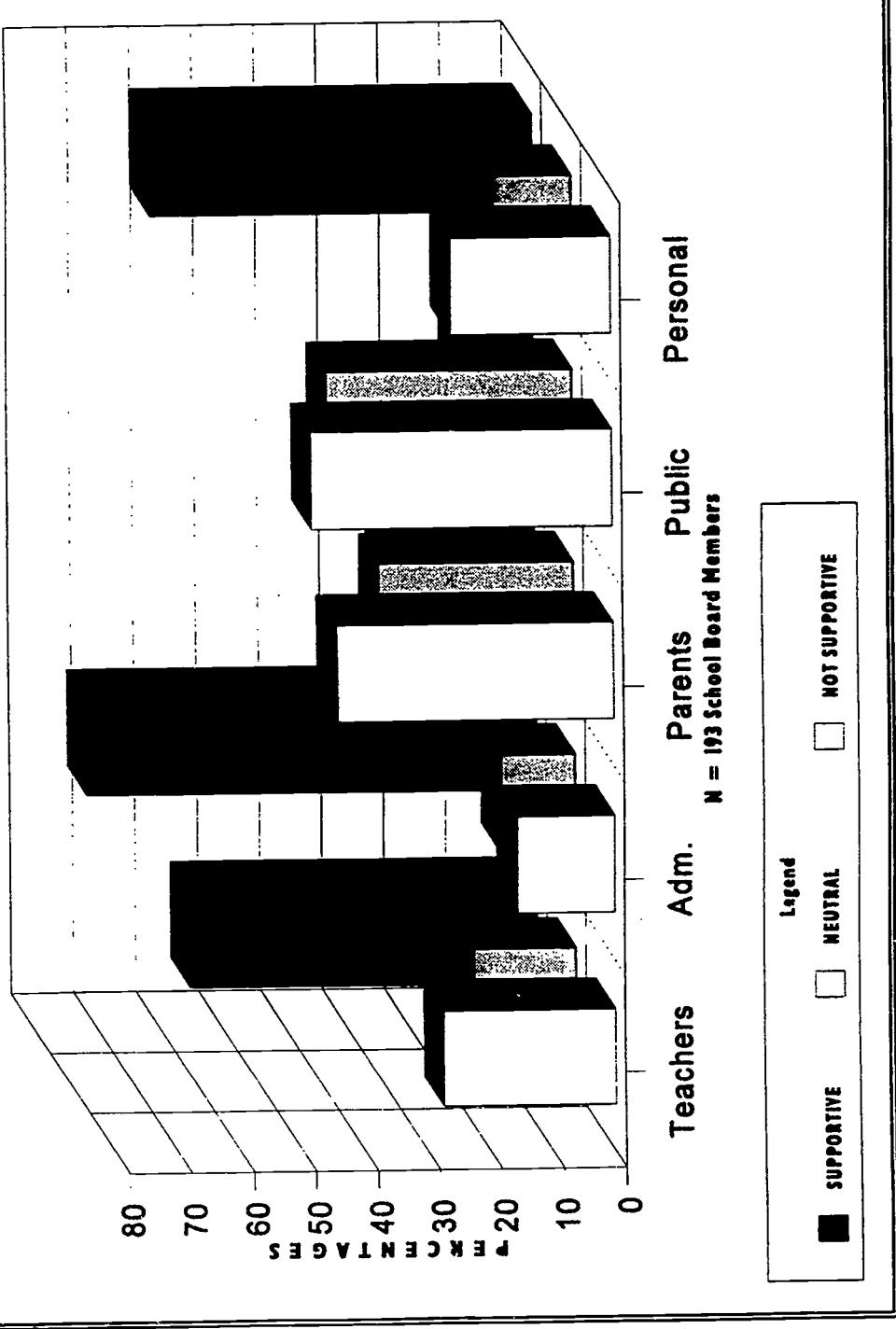
4.2 Perceived Support for School Reform

Question 7. Over the past four years, there have been both public support and criticism of KERA. How would you characterize the level of support of the following groups?

Table 4.2 - Support for KERA

Groups	Level of Support		
	Supportive	Neutral	Not Supportive
A. The support level of teachers in your school	55.9	16.5	27.7
B. The support level of administrators in your district	72.3	12.0	15.7
C. The support level of parents	24.1	31.4	44.5
D. The support level of the general public	12.0	39.6	48.4
E. Your own personal support level	61.6	12.6	25.8

Figure 4.2
SUPPORT FOR KERA



5.0 Effects of KERA

5.1 Stress Level of Teachers, Administrators, Students, and School Board Members

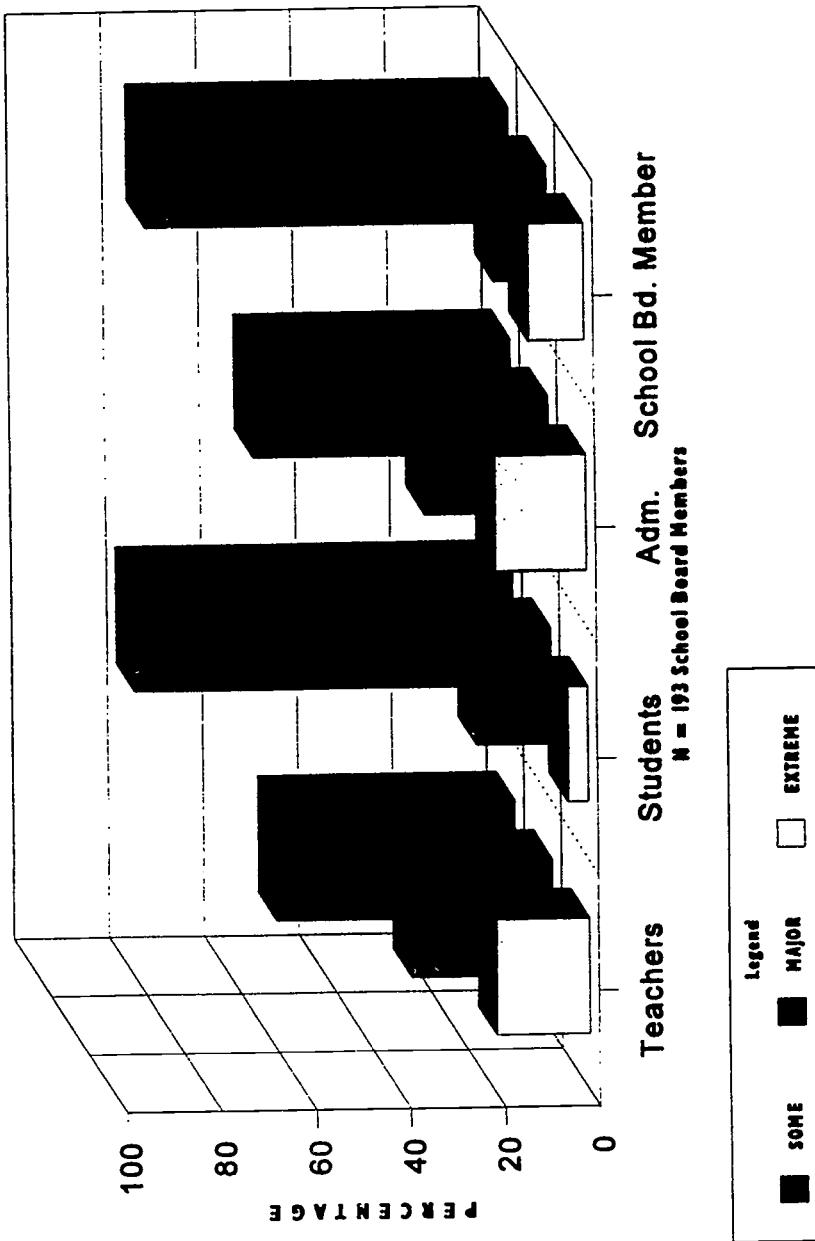
Question 6.

School personnel across the state report a lot of stress due to the extra work and the demands of KERA. How would you characterize the stress level of different groups you have contact with on a regular basis?

Table 5.1 - Stress Level of Teachers, Administrators, Students, and School Board Members

Groups	Extreme Stress	Major Stress	Some Stress
A. The stress level of teachers	19.7	29.8	50.5
B. The stress level of school administrators	19.3	26.2	54.6
C. The stress level of students	4.3	15.6	80.1
D. The stress level of school board members	11.8	11.2	77.0

Figure 5.1
PERCEIVED STRESS LEVEL



5.2 Effects Mentioned by School Administrators, Teachers and Parents

Question 10. The following are statements about school reform that have been made by school administrators, teachers and parents. What are your feelings about these statements?

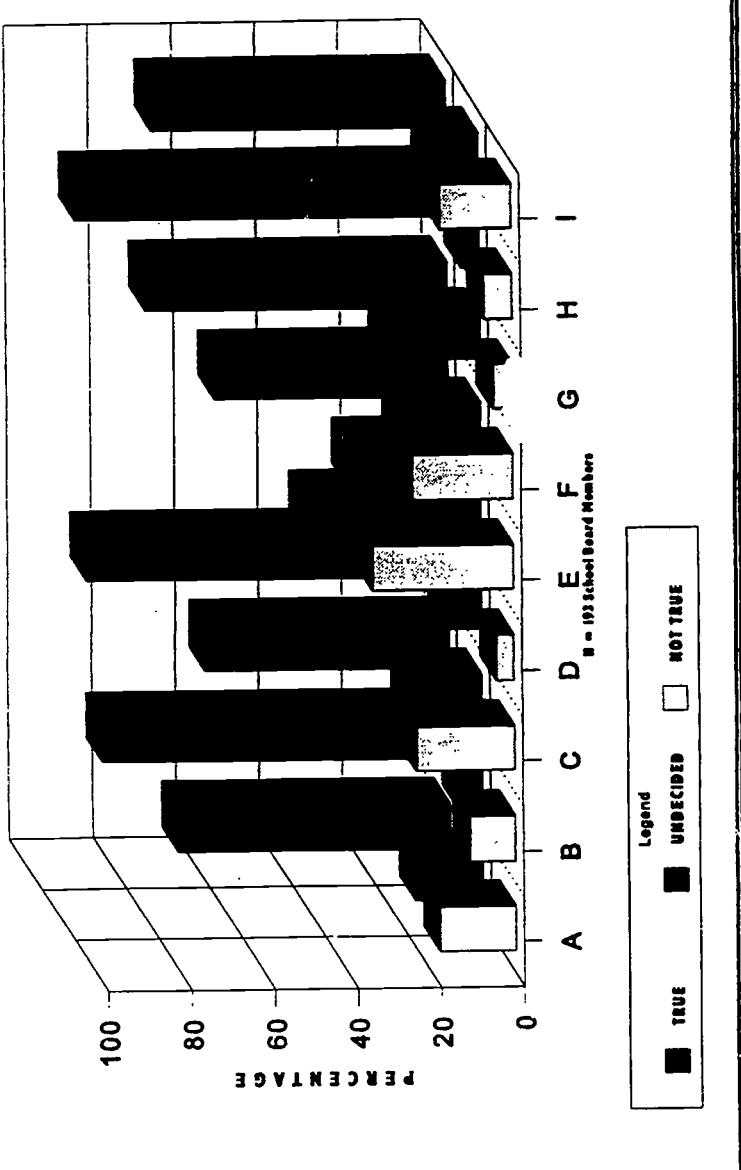
Table 5.2 - Agreement/Disagreement on Effects Mentioned by School Administrators, Teachers and Parents

Statements	School Board Members' Reactions		
	True	Un-decided (Unsure)	Not True
A. The new learning goals and strategies introduced in KERA have made learning fun for a lot more children.	65.4	16.2	18.3
B. Teachers, school administrators and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA.	83.4	5.7	10.9
C. The heavy emphasis on communication and thinking processes in KERA short-changes students on content they need to be successful in life.	58.6	17.8	23.6
D. The performance assessments in KIRIS have changed the way teachers are teaching and students are learning.	87.0	8.9	4.2
E. KERA will enable students to do as well or better on college entrance exams such as the ACT or SAT than a traditional curriculum.	24.0	42.2	33.9
F. Kentucky's school accountability system of rewards and sanctions has taken the fun out of teaching and learning.	56.1	19.6	24.3
G. If multi-age grouping in the primary program were made optional, other features of the program, such as developmentally appropriate practices, continuous progress, professional team work and authentic assessment should be maintained and strengthened.*	72.5	22.8	4.8
H. School accountability of some type is critical to motivate teachers and students to do their best.*	89.0	4.2	6.8
I. If writing portfolios did not count as part of the school accountability index, teachers would greatly reduce their emphasis on teaching writing.*	70.9	12.0	17.2

*New on the 1995 survey.

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Figure 5.2
School Board Members' Reactions



- A. The new learning goals and strategies introduced in KERA have made learning fun for a lot more children.
- B. Teachers, school administrators and parents often feel too intimidated by colleagues or superiors to speak their true feelings about KERA.
- C. The heavy emphasis on communication and thinking processes in KERA short-changes students on content they need to be successful in life.
- D. The performance assessments in KERIS have changed the way teachers are teaching and students are learning.
- E. KERA will enable students to do as well or better on college entrance exams such as the ACT or SAT than a traditional curriculum.
- F. Kentucky's school accountability system of rewards and sanctions has taken the fun out of teaching and learning.
- G. If multigrade grouping in the primary program were made optional, other features of the program, such as developmentally appropriate practices, continuous progress, professional team work and authentic assessment should be maintained and strengthened.
- H. School accountability of some type is critical to motivate teachers and students to do their best.
 - 1. If writing portfolios did not count as part of the school accountability index, teachers would greatly reduce their emphasis on teaching writing.

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6.0 School Board Members' Stance on Assessment and Accountability Issues

6.1 Issues Related to Academic Expectations

Question 11. Kentucky's Learning Goals and Academic Expectations define the learning targets for students and what is to be tested in KIRIS. Please indicate your level of agreement/disagreement with each.

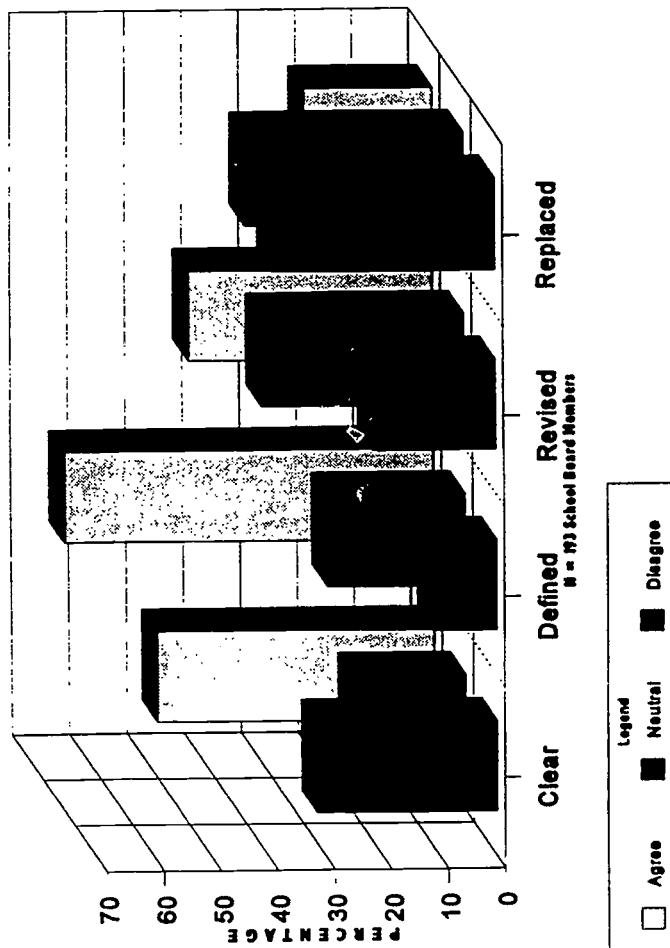
Table 6.1 - Agreement/Disagreement on Statements About Academic Expectations

Statement	Agree	Neutral	Disagree
A. The Academic Expectations are clear to most teachers and administrators.	48.7	19.7	31.7
B. The Academic Expectations need to be better defined, expanded and clarified.	64.7	24.2	11.1
C. The Academic Expectations need to be substantially revised.	42.9	35.6	21.5
D. The Academic Expectations need to be discarded and replaced with a new set of learning targets.	22.6	38.4	39.0

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Figure 6.1
Academic Expectations



A. The Academic Expectations are **clear** to most teachers and administrators
B. The Academic Expectations need to be **better defined**, expanded and clarified.
C. The Academic Expectations need to be substantially **revised**.
D. The Academic Expectations need to be discarded and replaced with a new set of learning targets.

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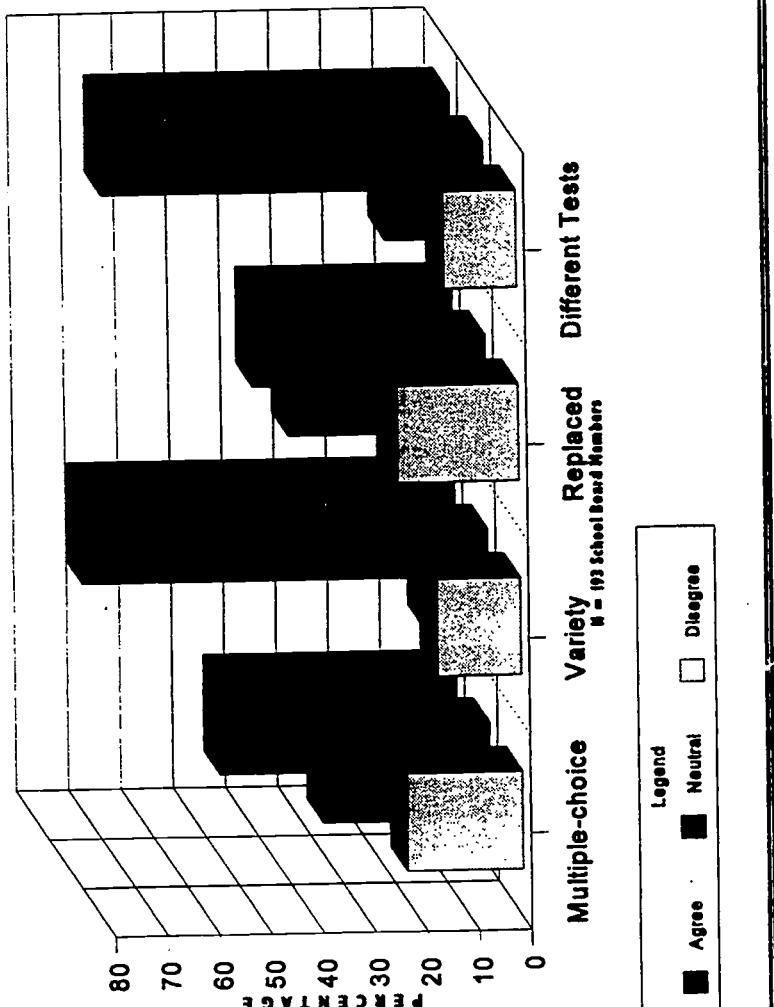
6.2 Issues Related to Assessment Options

Question 12. Please indicate your level of agreement/disagreement with each of the following assessment options.

Table 6.2 - Agreement/Disagreement With Assessment Options

Statement	Agree	Neutral	Disagree
A. KIRIS assessments would be more valid and reliable if they included multiple-choice items.	45.6	32.1	22.3
B. KIRIS should continue to include a variety of performance assessments such as writing assignments, open-ended questions, and on-demand performance tasks.	71.5	12.4	16.1
C. KIRIS tests should be replaced by nationally normed, commercial tests like the Comprehensive Test of Basic Skills or the California Achievement Test.	38.5	38.0	23.4
D. Total school performance and individual student performance should be measured by different tests.	67.0	18.9	14.1

Figure 6.2
Assessment Options



- A. KIRIS assessments would be more valid and reliable if they included multiple-choice items.
- B. KIRIS should continue to include a variety of performance assessments such as writing assignments, open-ended questions, and on-demand performance tasks.
- C. KIRIS tests should be replaced by nationally normed, commercial tests like the Comprehensive Test of Basic Skills or the California Achievement Test.
- D. Total school performance and individual student performance should be measured by different tests.

6.3 Issues Related to Accountability Options

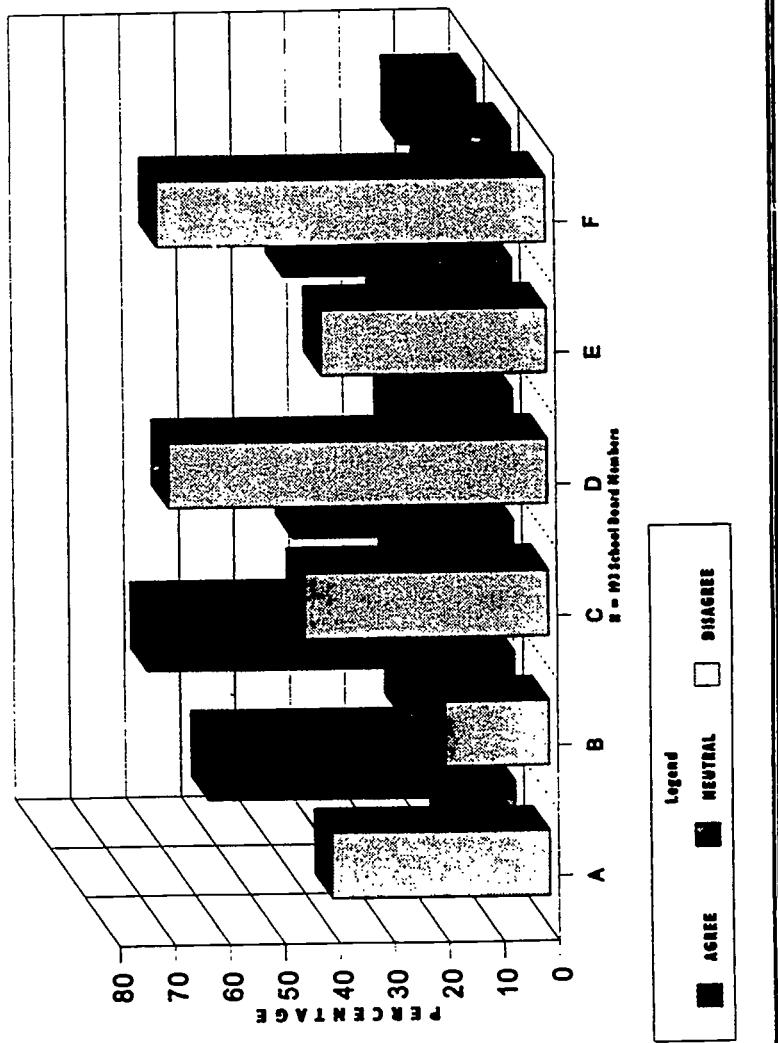
Question 13. Following is a series of statements about accountability for student learning. Please indicate your level of agreement/disagreement with each.

Table 6.3 - Accountability Options

Accountability	Agree	Neutral	Disagree
A. Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.	37.8	12.4	49.7
B. School rewards for high performance, but no sanctions for low performance, would motivate teachers to do their best and improve learning.	19.0	20.5	60.5
C. Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.	44.5	21.5	34.0
D. The School Accountability Index should include measures of the school's instructional practices as well as test scores.	69.0	22.1	9.00
E. Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.	41.1	23.4	35.4
F. Holding students and parents accountable for learning should be done at the local school rather than at state level.	70.8	15.1	14.1

Figure 6.3

Accountability Options



- A. Both rewards and sanctions are essential to hold teachers and schools accountable for student learning.
- B. School rewards for high performance, but no sanctions for low performance, would motivate teachers to do their best and improve learning.
- C. Public disclosure of school scores without rewards or sanctions would motivate teachers to do their best and improve learning.
- D. The School Accountability Index should include measures of the school's instructional practices as well as test scores.
- E. Assigning a Distinguished Educator to a "school in decline" is an effective strategy for helping those schools to improve student performance.
- F. Holding students and parents accountable for learning should be done at the local school rather than at state level.

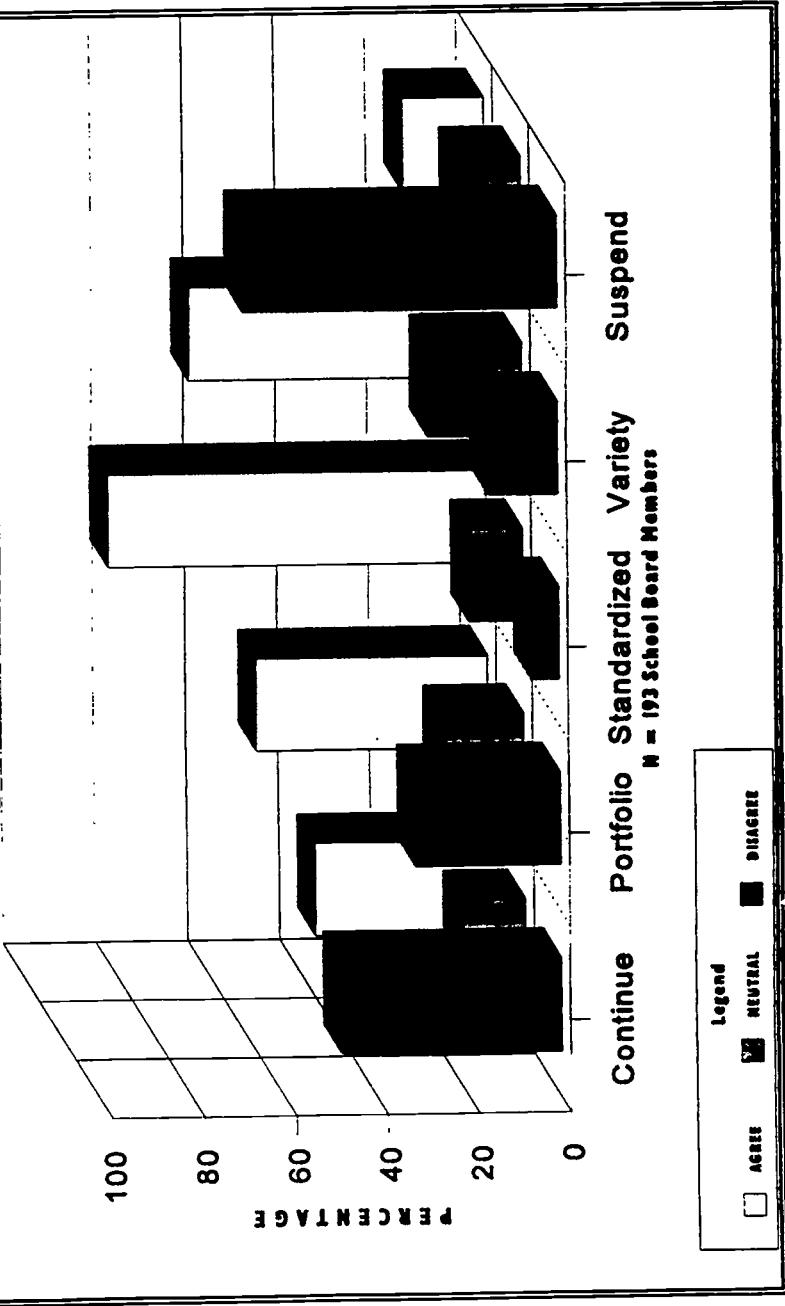
6.4 Issues Related to Potential Testing Options for 1995-96

Question 15. *Based on a recent study, the Legislative Oversight Committee of the Office of Education Accountability has recommended that the Department of Education take the time to make appropriate and wise adjustments to the assessment and accountability system. Would you agree or disagree with each of the following options for the statewide testing system in the 1995-96 school year:*

Table 6.4 - Potential Testing Options

Options	Agree	Neutral	Disagree
A. Continue the KIRIS testing as scheduled	38.0	13.9	48.1
B. Continue the portfolio program and report scores, but not for rewards or sanctions	50.5	17.9	31.6
C. Administer a nationally normed, standardized test, not for accountability, but to determine the achievement level of students	82.4	11.7	5.9
D. Administer a variety of KIRIS performance assessments, including multiple choice items, to determine which should be used in the future	64.7	20.3	15.0
E. Suspend all student testing until the state has redesigned the assessment system	17.8	13.6	68.6

Figure 6.4
Potential Testing Options



- A. Continue the KIRIS testing as scheduled
- B. Continue the portfolio program and report scores, but not for rewards or sanctions
- C. Administer a nationally normed, **standardized test**, not for accountability, but to determine the achievement level of students
- D. Administer a variety of KIRIS performance assessments, including multiple-choice items, to determine which should be used in the future
- E. **Suspend** all student testing until the state has redesigned the assessment system

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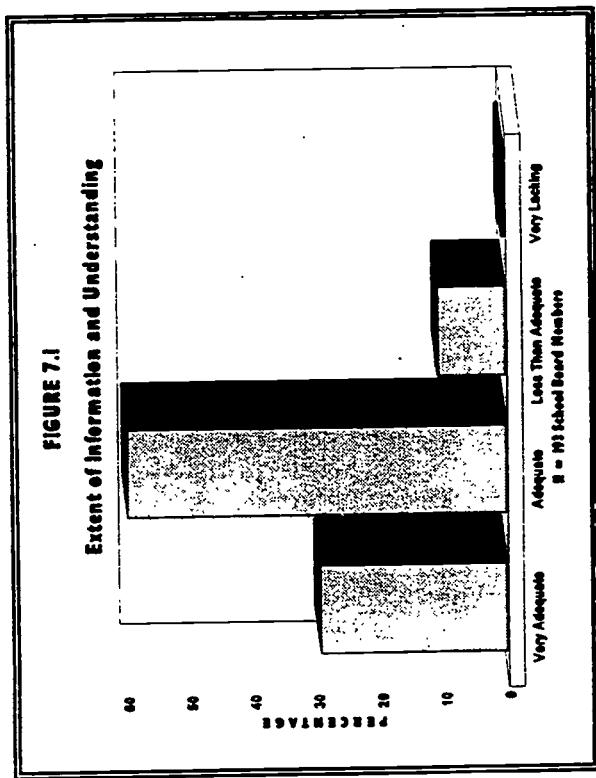
7.0 Information and Understanding about KERA

7.1 Extent of Information and Understanding

Question 16. *Do you have the information and understanding about KERA Programs you need to perform your role as a School Board Member?*

Table 7.1-Extent of Information and Understanding

Comment	Very Adequate	Adequate	Less Than Adequate	Very Lacking
My information and understanding is	29.3	59.6	10.6	0.5



Question 17. *For what programs do you need more information?*

The following information items were requested by three or more board members:

- Information on KIRIS for board members
- Budget processes and the SEEK programs
- Academic Expectations
- Education Technology
- School-Based Decision Making
- Evaluation of Teachers
- Mathematics Portfolios
- The Primary Program
- Curriculum Alignment
- Simple Explanations of KERA Programs

8.0 Demographics

8.1 The Demographic Region to which you belong is:

Region 1 - Murray Area	Region 2 - B. Green area	Region 3 - Louisville area	Region 4 - Covington area	Region 5 - Lexington area	Region 6 - Corbin area	Region 7 - Morehead area	Region 8 - Prestonsburg area
15%	20%	7%	12%	17%	11%	10%	9%

8.2 Your age category is:

25-34	35-44	45-54	55-64	65 or older
3%	34%	43%	14%	6%

8.3 Your racial/ethnic heritage is:

White	African American	Asian	Hispanic	American Indian	Some other racial group
94%	3.0%	0	0	3.0%	0

8.4 Your sex is:

Female	30.0%
Male	70.0%

8.5 The size of your district is:

Under 1,000	1,000-2,500	2,501-5,000	5,001-7,500	7,501-10,000	Over 10,000
23%	36%	24%	4%	6%	6%

8.6 Children in public schools:

Child in Elementary School	Child in Middle School	Child in High School
25.3%	23.2%	39.5%

8.7 Last grade or class completed:

Grade 8	Grade 11	High School
0.5%	0.5%	13.5% 7.6% 24.3% 31.9% 21.6%

8.8 Your income category:

Under \$15,000	\$15,000.00 \$25,000	\$25,000.00 \$40,000	\$40,000.00 \$50,000	\$50,000.00 \$75,000	\$75,000 or More
0.6%	1.7%	17.7%	10.3%	29.1%	40.6%

8.9 County or independent school system:

County School System		Independent School System	
69.7%			30.3%

8.10 Metropolitan area:

Metro Ashland	Metro Cincinnati	Metro Lexington	Metro Louisville	Metro Owensboro	Metro Paducah	Not Metro
4.3%	11.3%	11.8%	1.6%	3.8%	2.7%	64.5%